



Annual Report  
2017-2018



*Ensuring the long-term success of Boston Public School students through quality music education and performance*



Dear Friends of JQOP,

*Every child can.* Those three words have served as the foundation of our mission since we started Josiah Quincy Orchestra Program in 2011. Over the past seven years we have grown from 50 to 220 students, continuously improving our teaching quality, operations, facilities, and performances. We have launched numerous initiatives, including the Chamber Music Program, Leadership Training, and most recently, Beethoven Ensemble for Children with Special Needs. And all the while we have worked to ensure that JQOP is accessible and affordable for any child who signs up.

These accomplishments have been possible thanks to our talented and committed faculty, and the dedicated support and generous donations from our Boston community. There are many ways in which we strive to grow and improve, so that one day we can serve thousands of Boston Public School students with quality and affordable, El Sistema-inspired music education.

We look forward to seeing you at a JQOP concert or tour soon!

Warm Regards,  
Graciela Briceno  
Founder



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The El Sistema White Hands Choir of Venezuela, composed of students with hearing impairments

# WHAT IS EL SISTEMA?

El Sistema is a music education initiative founded in Venezuela in 1975. The mission of El Sistema is “music for social change.” JQOP is guided by the El Sistema philosophy of having students help each other through the music-learning process. As a result, JQOP creates not only great musicians, but also caring individuals who will become active members of society.

## JQOP LOGIC MODEL

Target Population	Theory of Change	Activities	Outcomes	Impact
<ul style="list-style-type: none"> <li>• Boston Public School students in kindergarten through twelfth grade</li> <li>• Students who are economically disadvantaged and youth at risk</li> <li>• Schools with limited social-emotional and/or arts programming</li> </ul> <p><b>2017-2018:</b></p> <ul style="list-style-type: none"> <li>• 170 students in pre-kindergarten through seventh grade at Josiah Quincy Schools</li> <li>• 55% Economically Disadvantaged</li> <li>• 56% English Language Learners</li> </ul>	<p><b>Assumption:</b> Students who are frequently exposed to poverty stressors often have inhibited executive functions development and lack social-emotional skills necessary to succeed</p> <p>Students who participate in JQOP for multiple years will:</p> <ul style="list-style-type: none"> <li>• Develop executive functions through the daily practice of a complex musical instrument</li> <li>• Develop social-emotional skills like empathy, focus, integrity, perseverance, and kindness</li> <li>• Develop a growth mindset that will transcend to all academic and life pursuits</li> <li>• Understand the value of teamwork and community to achieve common goals</li> <li>• Develop a high level of instrumental musical artistry</li> <li>• Develop self-efficacy and a sense of accomplishment through frequent and varied performance opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in at least six hours of fun, ensemble-based music instruction per week</li> <li>• Students perform often and attend performances by professionals / peers</li> <li>• Students who need extra help receive private pull-out lessons from community volunteers</li> <li>• All faculty are trained in the El Sistema model of instruction, placing equal focus on social-emotional and musical development</li> <li>• Faculty infuse daily lessons with social-emotional skills, music theory, instrument technique, and audiation</li> <li>• Students will be evaluated twice per year to identify musical and social-emotional curriculum benchmarks that have and have not been met</li> </ul>	<ul style="list-style-type: none"> <li>• Students will start every school day participating in a fun and engaging music program</li> <li>• Students will develop self-efficacy and confidence through performances in many settings</li> <li>• Students will develop high levels of musical proficiency and artistry</li> <li>• Students will develop a passion for learning and growth mindset that transcends all subjects</li> <li>• Students will develop perseverance through frequent reminders of their musical progress and journey (watching peer performances and serving as peer mentors)</li> <li>• Students will develop social awareness (respect towards peers, teachers, property, self; increased responsibility; and kindness towards others)</li> <li>• Families of students will develop an increased awareness and exposure to music events within the Boston community</li> </ul>	<p>JQOP will serve students in pre-kindergarten through twelfth grade to meet the following long-term impact goals:</p> <p><b>Social Development:</b> Students will develop executive functions and social-emotional skills needed to excel academically and in life.</p> <p><b>Leadership Training:</b> High school students will be given the opportunity to work as paid teachers for the elementary school groups, after receiving multi-year training in effective mentorship and teaching. Through this training and work experience, students will learn organization, communication, and responsibility, and finish high school with work experience.</p> <p><b>Music Proficiency:</b> Students will achieve a high level of music proficiency, and have the music skills necessary to audition for any university or college music school or conservatory program</p>

# MORNING ORCHESTRA & CHOIR

In 2017-18, JQOP had 170 students in pre-kindergarten through seventh grade participating in Morning Orchestra and Choir. These young musicians attended JQOP every weekday before school, alternating between ensemble rehearsals, small-group lessons, and general music. The morning hours of our program ensure that all students begin the day engaged and energized for academic learning.

JQOP has six morning ensembles:



## MOZART ORCHESTRA

a pre-orchestra class for kindergarten and first grade students, including musicianship, paper orchestra, and string instruments



## RIMSKY ORCHESTRA

a beginner ensemble with a mix of students who have completed Mozart Orchestra and students who are new to JQOP



## SIBELIUS ORCHESTRA

a second-year ensemble focused on reading music notation and orchestral techniques, including teamwork and perseverance



## MANCINI ORCHESTRA

an intermediate ensemble for students who are reading music fluently and able to learn more advanced technical skills



## ZIMMER ORCHESTRA

the advanced ensemble for students who have demonstrated mastery of mid-level technical skills and character strengths, such as responsibility and empathy



## VERDI CHOIR

a vocal ensemble made up of students in second to fifth grade, performing musical works in a variety of languages and from different cultures

Orchestra students are further supported through private and small group lessons provided by volunteers from New England Conservatory, Tufts Medical Center, and Boston Philharmonic Youth Orchestra.

“My daughter loves being a part of the Mozart Orchestra. She glows when she talks about the program and her teachers.”

—MOZART ORCHESTRA PARENT





## COMMUNITY DAYS

Once per month JQOP hosts a Community Day for all students to come together and participate in a unique activity. Examples of Community Days include special performances from visiting musicians or JQOP faculty, as well as team building activities such as relay races, scavenger hunts, etc. These events play an important role in building a strong JQOP Community. Performances by professional musicians are especially inspiring for students as they continue along on their musical journey.

*How has orchestra helped you academically?*

**“I am more responsible for things like studying, because I know I need to do it, just like practicing.”**

—6TH GRADER

## PERFORMANCES

Every ensemble performs regularly, both at school and around Boston, giving students safe opportunities to take risks. These frequent “experiences of success” help students build their sense of self-efficacy and personal fulfillment. Parents of JQOP students have reported increased levels of confidence both within the program and at school. While traditional music programs focus on individual student success, JQOP trains students to work together as an ensemble to achieve greatness of sound. This focus on collaboration, rather than competition, fosters responsibility, sensitivity, leadership, and cooperative learning among children.



Mancini Orchestra students get ready for the Winter Show.





## BEETHOVEN ENSEMBLE FOR CHILDREN WITH SPECIAL NEEDS

In September 2017, JQOP launched the Beethoven Ensemble for Children with Special Needs. As part of this new initiative, all 50 students in special education classes at Josiah Quincy Elementary School receive 2-3 music classes per week during the school day. Classes focus on general music, rhythm, singing, and creativity, and give students the opportunity to perform songs and chords on hand bells and other instruments. Students in the Beethoven Ensemble participate free-of-charge, and have the opportunity to perform alongside the morning orchestra and choir ensembles at evening concerts throughout the year.

## MIDDLE SCHOOL CHAMBER MUSIC

Middle School Chamber Music meets every Wednesday from 12:30-3:30. Given that chamber music is written for small ensembles and performed without a conductor, it is an excellent opportunity for students to develop leadership and communication skills. Chamber musicians must start and stop together, and rehearsals involve planning and negotiation about how the music will go. JQOP Chamber Groups perform regularly, including for patients at Tufts Medical Center and at the Golden Age Senior Life Center. Students also have the opportunity to observe rehearsals and performances of the Boston Chamber Music Society. There is no additional tuition for participation.







## LEADERSHIP TRAINING

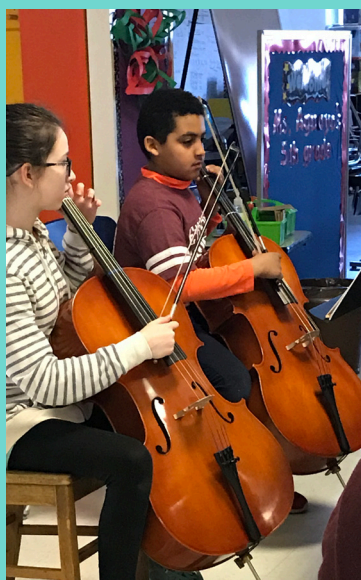
In an effort to prepare our oldest students for success in high school and beyond, JQOP has developed a formal “Leadership Training” program. Students in Zimmer Orchestra participate in Leadership Training, made up of three phases: Exploration (discuss leadership and mentoring), Field Work (observe program teachers), and Mentoring & Reflection (serve as active mentors). Training focuses on being a responsive listener, taking initiative, problem-solving with others, and providing critical and positive feedback. In future years, this will turn into a Teacher/Work Training program for high school student musicians.

*If you could change anything  
about orchestra, what would it be?*

**“More mentoring. It is enjoyable and I like  
the hands-on experience with younger  
people. I like helping others play.”**

—5TH GRADER

### *Student Profile:* **Mathious Girmay** 7th Grade, Cellist



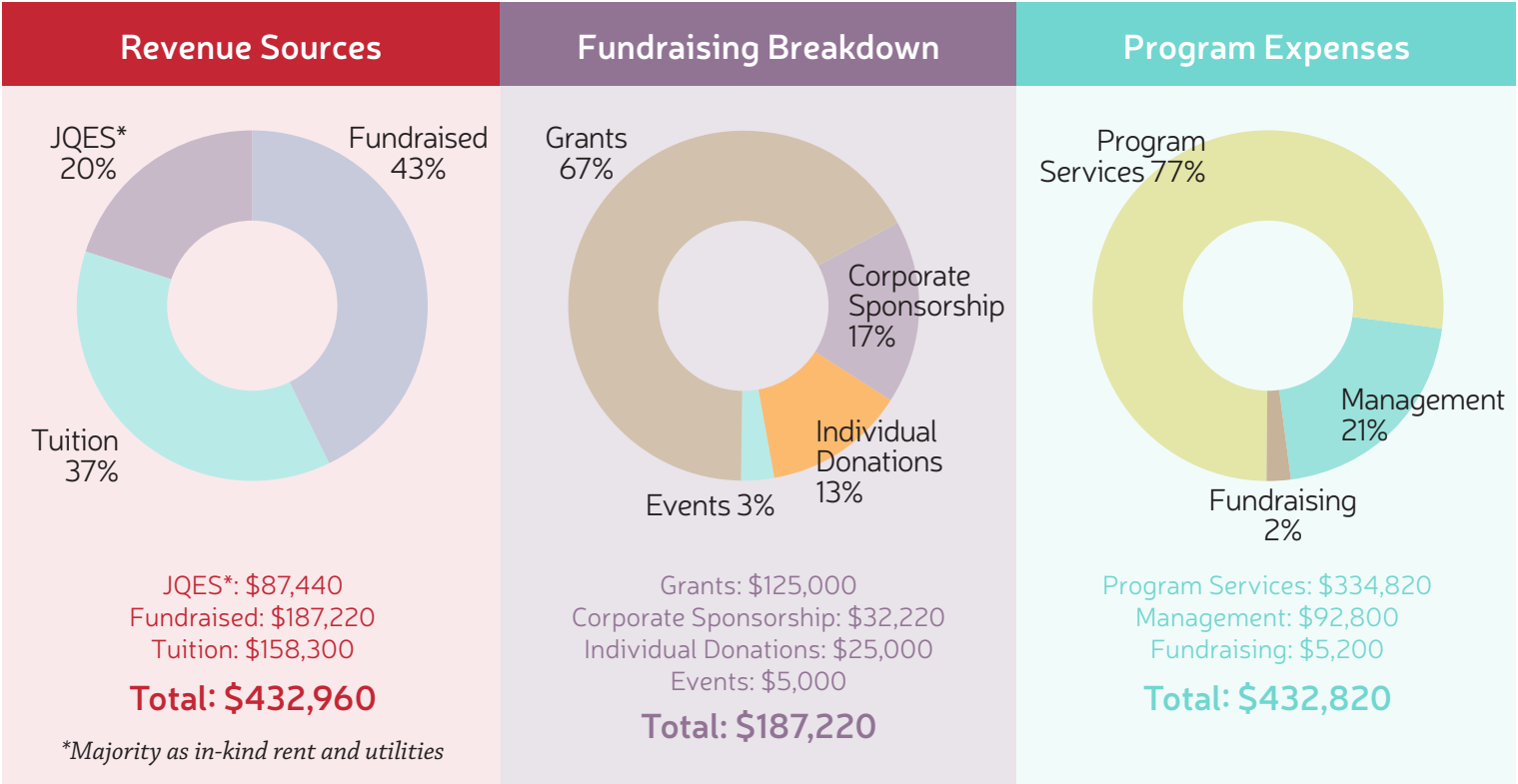
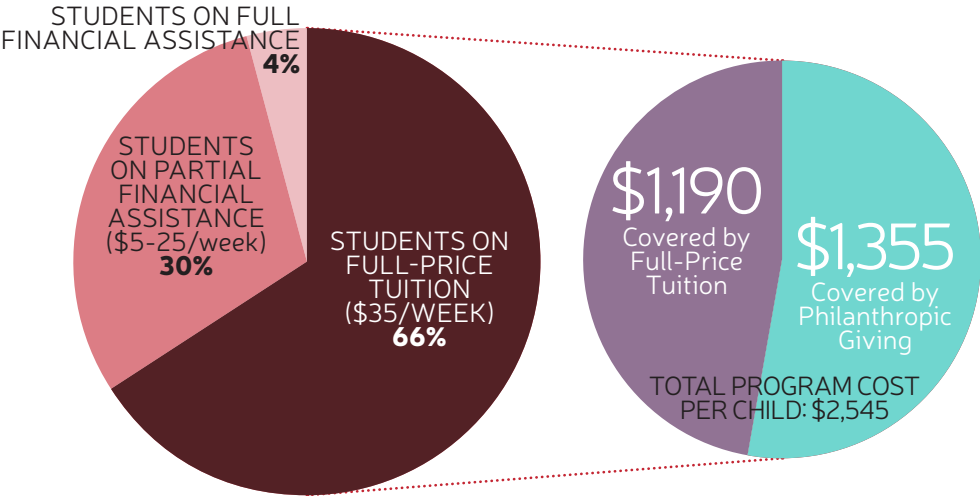
In his six years with the orchestra program, Mathious has transformed from a first grader with no prior musical knowledge into an accomplished musician. In his first year, Mathious had a hard time sitting still with his cello for longer than five minutes and concentrating on the task at hand. Over time, he developed self-control and focus, and worked his way through the ensemble levels. This year, Mathious has taken an active leadership role, both as a Zimmer mentor and chamber musician. He has also grown as a person, in part because of the opportunities and skills he has been given to help younger members of the program. Mathious loves to volunteer at concerts and program events, especially our annual Holiday Bazaar. Playing the cello has given Mathious a sense of pride and confidence that he would not otherwise have. His JQOP teachers look forward to helping Mathious continue to grow as a cellist and individual.

# FINANCIAL SUMMARY

One of the core values of El Sistema is that quality music education should be affordable and accessible to all children. 75% of students qualify for free-or-reduced lunch, which means they fall below the poverty line. JQOP offers a musical enrichment opportunity to families that would not otherwise be able to afford costly youth orchestra programs, instrument rentals, or private lessons. Although we request \$35 per week in tuition, we offer sliding scale financial assistance to any family that requests it to ensure that cost never impedes a student from participating in our program. Tuition fees include instrument rentals, all supplies, performances, special events, and lessons.



## Creating Access for All Children





# SUPPORTERS

July 1, 2017 – March 1, 2018

## **\$10,000 and above**

Lincoln and Therese Filene Foundation  
Josiah Quincy Elementary School  
The Klarman Family Foundation  
Massachusetts Cultural Council  
The Rowland Foundation

## **\$5,000-\$9,999**

BPS Arts Expansion Fund at EdVestors  
Johnson String Project  
Esther B. Kahn Charitable Foundation  
Liberty Mutual Foundation  
The Ramsey McCluskey Family  
Foundation  
Tufts Medical Center

## **\$1,000-\$4,999**

Anonymous  
The Paul & Edith Babson Foundation  
Boston Food Allergy Center  
Michael Campbell and Erin O'Hearn  
Robert Campbell  
Boston Cultural Council  
Classics for Kids Foundation  
D'Addario Foundation  
George & Mildred Falk Charitable Trust  
Barbara J. Fitzgerald  
Florida Crystals Corporation  
Saffron Circle  
The Smith Family

## **\$500-\$999**

Anonymous  
Craig Bunnell  
East Boston Savings Bank  
The Flores Family  
South Cover Community Health Center  
Travelers Insurance



## **\$100-\$499**

Anonymous  
The Astley Family  
Eric Booth  
Sandra Lee  
Lisa Sunwoo and Andrew Schneller  
Symantec Corporation  
Whole Foods

## **\$25-\$99**

Shwetha Anandan  
Anonymous  
Suzanne Bacon  
Geri Belle  
Benevity Community Impact Fund  
John and Robin Coyne  
Lauren and Anthony Dutra  
Robert Kordenbrock & Marissa Drossos  
Mr. & Mrs. Michael Loconto  
Christina Malanga  
Marianne Meyer  
The Swan Family  
Sau Yip

“The orchestra program is very affordable and I think our son wouldn't be able to have so much exposure to music without it.”

—SIBELIUS ORCHESTRA PARENT

# MEASURING IMPACT

JQOP focuses on program evaluation at multiple levels. Every student is assessed individually by his/her primary music teacher twice per year. The Program Manager also attends every student's end-of-year evaluation. The results of these assessments help faculty and staff ensure that students meet both music and social development benchmarks, as laid out in the JQOP Curriculum. Evaluations include:

- **Musical Outcomes:** Student play scales, rhythm exercises, learned repertoire, and sight-reading (unseen repertoire), and are evaluated on posture, tone, intonation, rhythmic and melodic accuracy.
- **Social-Emotional Outcomes:** A behavior/social questionnaire is completed to capture attributes such as perseverance, ability to focus, willingness to help others, and motivation for learning.

All faculty participate in a rigorous evaluation system that includes three meetings per year with the Program Manager, goal-setting, teaching observations, and professional development. Teachers are asked to set goals in at least two of four categories: Curriculum Alignment, Strings/Music Pedagogy, Behavior Management, and Professionalism. Results from our



Evaluation system, along with student evaluations, ensures the highest possible level of teaching and learning.

In Spring 2017, JQOP conducted a Parent Survey to acquire feedback from families on the benefits of the program, and identify areas of growth. Highlight results from this survey:

**Overall satisfaction with the program: 4.5**



**Satisfaction with program administration: 4.6**



**Satisfaction with performances: 4.4**



**Overall satisfaction with my child's ensemble: 4.6**



**Musical progress that my child has made: 4.3**



**Social development that my child has made: 4.2**



1=Strongly Dissatisfied, 2=Dissatisfied, 3=Neither, 4=Satisfied, 5=Strongly Satisfied





Students perform at the Boston Public Schools Arts Festival at Boston Common

*How has orchestra helped you socially?*

**“I have learned how to work with other people and be responsible for my own practice.”**

—6TH GRADER

## MOVING FORWARD

Every year since our inception has seen growth in the number of students, quality of instruction, and variety of programming. And yet we strive to do more and serve more students and families.

**In 2018, the JQOP Board of Directors will work with Boston Public School administrators to identify schools for possible second and third program sites.** These new initiatives would allow us to serve students in other Boston neighborhoods with the same quality and affordable programming that we have established in Chinatown.

Yet this expansion will not be possible without support from the Boston community, especially individual funders and corporate sponsors. As we prepare to grow, here is a list of our organizational needs:

- New Board Members willing to introduce their personal and professional networks to JQOP
- Funding for a full-time Executive Director to oversee multiple program sites
- Auditorium seat renovations at Josiah Quincy Elementary School
- Volunteers to provide instrument lessons to students who need additional musical support
- Opportunities for joint rehearsals or performances with professional and community ensembles

## WAYS YOU CAN HELP



**Make a donation!**



**Attend a concert!**



**Learn more about our Board!**



**Attend a Coffee Tour (details at [jqop.org](http://jqop.org))!**



**Invite a friend (or two) to see our program!**



**Ask your company about sponsorship & matching donations!**

## Board of Directors

**Graciela Briceno**, Chair, *pro tempore*,  
Music Teacher, Josiah Quincy  
Elementary School

**Cynthia Soo Hoo**, Vice Chair, Principal,  
Josiah Quincy Elementary School

**Darrell Smith, M.D.**, Treasurer,  
Retired Physician

**Shwetha Anandan**, Clerk, Cyber Security  
Strategy Manager, John Hancock

**Michael Campbell**, Video Producer

**John Hsieh**, Deputy Director,  
Free Software Foundation

**Robert Kordenbrock**, Independent  
Consultant, RAK Strategies

**Christina Malanga**, MBA Admissions  
Coordinator, Harvard Business School

**Ann Sousa**, Match Support Specialist,  
Big Sister Association of Greater Boston

## Volunteers

Yunwen Chen, New England  
Conservatory Community  
Performances & Partnerships Fellow

Stephanie Chen, New England  
Conservatory Community  
Performances & Partnerships Fellow

Greta Myatieva, Boston Philharmonic  
*Crescendo!* Program Teaching Fellow

Alexandra Carella, Boston Philharmonic  
*Crescendo!* Program Teaching Fellow

## Faculty & Staff

Graciela Briceno, Executive Director

Laura Messina, Program Manager

Maureen Heflinger, Zimmer Orchestra &  
Chamber Music Director

Pilar Zorro, Leadership Director, Zimmer  
Orchestra & Chamber Music

Timothy Paek, Zimmer Orchestra &  
Chamber Music

Andy Chau, Mancini Orchestra Director

Naseem Alatrash, Mancini Orchestra

Melanie Piech, Mancini Orchestra &  
Sibelius Orchestra

Deborah Apple, Sibelius Orchestra Director

Matthew Smith, Sibelius Orchestra

Yank'l Garcia, Rimsky Orchestra Director

Elena Efthimiou, Rimsky Orchestra

Elizabeth Sailer, Rimsky Orchestra

Pilar Kelly, Mozart Orchestra Director

Carol Cubberley, Mozart Orchestra

Laith Sidiq, Mozart Orchestra

Celia Zhang, Mozart Orchestra

Maria Montero, Verdi Choir Director

He Meng, Verdi Choir

Jury Kobayashi, Bass Specialist

Tahlia Cott, Beethoven Ensemble Director

## Additional Thanks

Kenny Pritchard and the JQES custodial team

Photos by Rebecca Griffin at Boston  
Community Collaborative



“I feel that the  
teachers and program  
coordinators do a  
fantastic job of caring  
for my children in the  
program. There is  
a true passion from  
the teachers and  
coordinators, both  
musically and  
as educators.

I feel entrusted to  
leave my children each  
morning, knowing that  
they will be taken care  
of, while gaining  
musical abilities.”

—MANCINI ORCHESTRA PARENT



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Find JQOP on Twitter, Instagram, and Facebook!